

# The A.T.A. MAGAZINE

OFFICIAL ORGAN OF THE  
LIBERTA TEACHERS' ASSOCIATION

VOLUME 23

NO. 2

## THERE IS A DIFFERENCE

The difference between a disciplined mind and an undisciplined mind is this: one naturally is inclined to seek the truth; the other to hold an opinion.—REV. ROBERT RUSSELL WICKS, dean of the Princeton University chapel.



OCTOBER, 1942

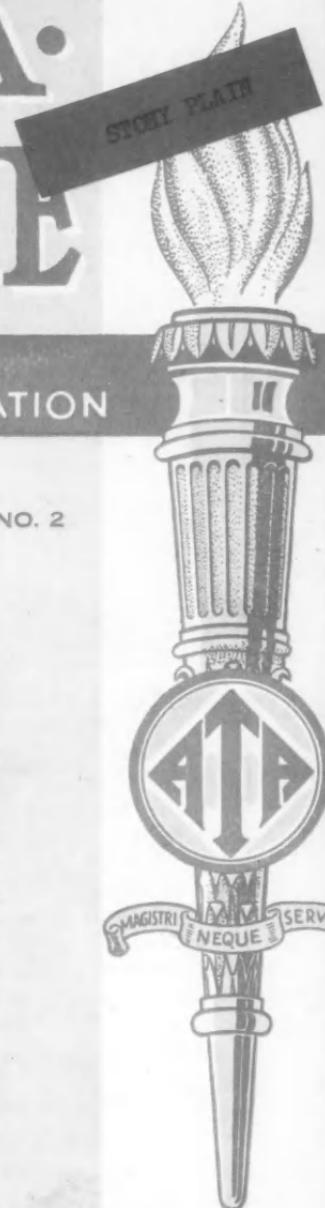


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# The A.T.A. Magazine

Official Organ of The Alberta Teachers' Association

MAGISTRI NEQUE SERVI



JOHN W. BARNETT, Managing Editor  
Imperial Bank Bldg., Edmonton

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Volume 23

October, 1942

Number 2

## EDITORIAL

### WHAT IS THE USE OF AN UMPIRE?

WORD has come to hand that the Board of Trustees of the Vegreville School Division No. 19 has decided not to act in accordance with the majority award of the Board of Arbitration appointed under The Industrial Conciliation and Arbitration Act to report on the matter of the dispute between the divisional school board and the employees on the staff. Last May when the negotiating committee of the Local approached the Vegreville divisional board, the staff was given to understand that the school board was prepared to adopt a salary schedule awarded by a Board of Arbitration. Acting on this request, the staff took the necessary steps to have the matter referred to a Board of Arbitration. The board duly sat and delivered a majority award (published in our September issue pp. 30-32). It is difficult now for any impartial party to consider the divisional board as other than guilty of a gross breach of faith, both to its teachers and to the Alberta Teachers' Association.

THE Industrial Conciliation and Arbitration Act was enacted for the purpose of adjusting disputes between employers and employees. It is quite true that the word "arbitration" is somewhat of a misnomer as applied here, for the reason that, in conformity with

most other Dominion and provincial statutes with like aim and object, the awards of boards of this nature are not enforceable in the courts. Legislative bodies dealing with matters of this kind evidently act on the assumption that when an impartial tribunal has enquired fully into the dispute the two parties to such dispute will accept what this impartial tribunal considers is equitable, right and fair to all parties concerned and that, therefore, all reasonable and fairminded people will unhesitatingly fall into line with the umpire's decision and "play the game" according to the code of good sportsmanship. It is suggested that the moral obligation of the party who invokes a reference to an umpire, whether by direct application or on tacit understanding with the applicants, is doubly binding on such party to respond to the umpire's ruling, whether or not the umpire's ruling is palatable. A good sportsman inevitably smiles after the battle is over, no matter how bitter the battle may have been, and the defeated party congratulates and shakes hands with the winner. Not that this was the case of the teachers being the winner. Decidedly not! The fact of the matter is, the award was just what any reasonable person would expect—neither party secured what they sought. In other words, so to speak, it was a defeat for both parties. To be a good sport means, among other things, to be a good loser, giving the other fellow a chance.

ON THE other hand, the board of trustees know, or ought to know anyway, that in the history of the A.T.A. there has never been a case where the A.T.A. or any member thereof has refused to accept the findings of an impartial body. In the old days, before The School Act, Section 160, provided that Board of Reference decisions be made binding on both teacher and board, this Association never questioned that it was the duty of the teacher or the A.T.A. to fall into line with its decisions. Individual teachers had sought advice from the Association when, after having appealed to the Board of Reference, the decision went against them. The A.T.A. always frowned on any proposals of seeking ways and means of voiding or attempting to void a decision or the effect of a decision. We have published far and wide—school boards well know it—that this Association would not question the morally binding nature of such decisions. We could not countenance the inconsistency and dishonor attached to endeavoring to avoid carrying out the letter and the spirit of an impartial decision. The members of the Vegreville staff, though many of them felt that the award was by no means generous to the teachers, by an overwhelming vote decided to accept the award of the Board of Arbitration. The fact that the Vegreville divisional board apparently decides not to "play ball" is giving rise to an attitude of disgust and rebellion on the part of the members of their staff. It is hoped that the members of the Vegreville school board will appreciate that if they go forward "with the bit in their teeth" in this matter they will secure an enviable notoriety, not only among the members of their own staff but among all members of the teaching profession in the Province of Al-

berta and throughout the Dominion of Canada. Furthermore, it is not unlikely that the Vegreville school board will "stink" in the nostrils of employees other than teachers, and employers everywhere throughout this Province.

**W**e give below a communication which has been received from the Chief Inspector, Board of Industrial Relations, in response to our communication asking for a report on the awards in all disputes between employers and employees since the enactment of The Industrial Conciliation and Arbitration Act in 1937.

GOVERNMENT OF THE PROVINCE OF ALBERTA  
BOARD OF INDUSTRIAL RELATIONS

Edmonton, Alberta,  
Sept. 25th, 1942.

Dear Sir:

As requested by you, the following is a brief summary of disputes necessitating a Board of Arbitration in this Province since 1937:—

1937—Union Packing Company, Calgary.

Majority award accepted by both parties.

1937—City of Calgary vs. the Federation of Civic Employees.

Majority award accepted by both parties.

1939—Toronto Iron Works Limited, Calgary.

Majority award

Minority award

No change in rate of pay was recommended as rate was better than rates paid in other parts of Canada. Men accepted decision under protest as the project was of short duration, being a sub-contract for the B. A. Oil Company.

1941—Edmonton General Contractors Association vs. the United Brotherhood of Carpenters and Joiners of America, Local 1325 and the Amalgamated Building Workers of Canada, Local No. 1.

Majority award

The Edmonton General Contractors Association rejected the award of 98c per hour.

The United Brotherhood of Carpenters and Joiners of America, Local 1325, accepted 98c per hour.

The Amalgamated Building Workers of Canada accepted 95c per hour.

NOTE: Within a short time the United Brotherhood of Carpenters and Joiners, Local 1325, accepted 95c per hour and within a short period all parties agreed to 95c per hour, plus a cost of living bonus of 5c per hour.

1942—City of Calgary and Federation of Civic Employees.

Majority award accepted

You will note that we have not given any particulars concerning the disputes which have taken place between teachers and municipalities as we believe you have full particulars of same.

You will note that there have been very few disputes in this Province which have gone to arbitration although there have been numerous disagreements between employers and employees and with the exception of the foregoing five disputes which went to arbitration, all others have been successfully settled by Conciliation Commissioners.

You will note further that of the five cases requiring arbitration, only in one case was the award of the Board rejected. However, a short period thereafter an agreement was reached which gave the employees exactly what they had asked in the first place. We are speaking now of the arbitration concerning the Edmonton General Contractors Association and the two Carpenters' Unions.

Trusting the above is the information desired,

Yours truly,

Mr. J. W. Barnett,  
General Secretary-Treasurer,  
Alberta Teachers' Association,  
17 Imperial Bank Building,  
Edmonton, Alberta.

"K. A. PUGH",  
Chief Inspector,  
Board of Industrial Relations.

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It will be noted that in not a single case referred has the award proven to be abortive—except in school board - teacher cases. The report does not include awards with respect to disputes between school boards and teachers. There have been four such awards: Mundare School District, Foothills, Edson and Vegreville School Divisions. Well, we all know what happened at Mundare after a very bitter conflict, and now it looks as if Vegreville is going the same way. Let us hope not. We reiterate: of four school board - teacher cases, two boards refused to accept the award, whereas in all other cases where a Board of Arbitration has been invoked with respect to other employer - employee disputes the awards have been accepted. It does not require much reflection on the part of fairminded people to come to rather unsavory conclusions with respect to how school boards "stack up" in comparison with other employers in this Province from the standpoint of bowing to justice.

Far be it, however, from us to place all school boards in an unenviable category because of the action of two school boards; it may be that other school boards throughout the Province—possibly the Trustees' Association itself—may look askance at Vegreville's "unsportsmanlike action". It is to be hoped that the situation is not too far advanced for the Vegreville school board to retreat with honor.

#### PLEASE!

**T**HE Teaching Profession Act requires that when a teacher enters upon a new contract or engagement he should give notice forthwith in writing to the A.T.A. of the date of his proposed employment, remuneration agreed upon (annual salary), and his address.

Under a by-law of the Board of Administrators of the Teachers' Retirement Fund, passed under authority of Section 8 of **The Teachers' Retirement Fund Act**, all teachers are required to furnish the Board with information as to teachers' certificates, salaries, date of birth, length of service, or date of entering upon or termination of any contract of engagement.

Even though a teacher may be prosecuted and fined for not complying with the above-mentioned requirements, as a matter of fact the law in the above respect is, we regret to say, more often observed in the breach than in the performance thereof. Naturally, neither the Executive of the A.T.A. nor the Board of Administrators of the Retirement Fund relish the idea of entering prosecution against members of the teaching profession for two reasons:

- (1) They dislike to advertise that many members of the teaching profession are lax in fulfilling legal requirements.

- (2) They realize that the difficulty largely arises from carelessness and procrastination rather than out of any determination to flout the law.

Nevertheless, whatever the cause for non-compliance with the law in these respects, the administration of the Pensions Fund and of the A.T.A. office are seriously impeded thereby. Many teachers will be wondering why the September issue of The A.T.A. Magazine was mailed so late last month. It was due solely to the fact that so many teachers had changed their schools this mid-summer and the office had received no advice as to where they were located. Assuming that new ones had taken their place, a policy of mailing over 6,000 magazines to the last parties listed as teaching in the different schools in June would have meant a lot of waste, in that a very large number of magazines would have gone astray.

It is hoped that this appeal to each and every teacher to notify the A.T.A. office of any change of location will be heeded by all members in the future. It will help us and it will help yourselves. If it has not already been done, please do it now. Fill in the form given below.

Thank you.

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## CHANGE OF ADDRESS FORM

Those teachers who are changing schools, those teachers who are remaining in the same schools but are changing their post office address, and those teachers who are leaving the profession are asked to fill in the change of address form as soon as they have the necessary information and send it to the Alberta Teachers' Association, Edmonton. Please help us in this matter. It is a legal requirement.\*

NAME IN FULL.....

DATE.....

HOME ADDRESS .....

ADDRESS during teaching year 1941-42.....

School District ..... No. ....

NEW ADDRESS (Teaching Year 1942-43).....

School District ..... No. ....

Salary..... Date engagement takes effect.....

\*When a teacher enters upon any contract of engagement with the board of trustees of any school district in the Province of Alberta, he shall give notice forthwith in writing to the Secretary of the Association of the date of his proposed employment and the remuneration agreed upon, and in such case the board of trustees may employ the teacher unless and until the Association notifies him in writing that the teacher is not a member.—The Teaching Profession Act, 1935.

# A Statement to the War Commission

## Concerning the Work of the Schools in Relation to the War

(Developed at the National Institute  
on Education and the War,  
August 31, 1942)

At a joint meeting of the Chief State School Officers and the Executive Secretaries of state teachers' associations the President of the Chief State School Officers was requested to name a committee to draft a statement designed to give understanding, impetus, and direction to the great need expressed by individuals in attendance at the National Institute on Education and the War for a summary setting forth the urgency of more closely correlating the work of the schools to the war effort.

Following is the committee statement:

**T**HIS has become increasingly evident that the present world conflict has reached such proportions and such a stage that every force at the command of the people of the United States must be thrown into the war, at the earliest possible moment. The time of victory will be reduced in proportion to the extent to which we fully utilize these forces.

Education must make its special and particular contribution to the struggle. Fighting with learning is the slogan of victory. To this end certain of the educational leadership of the United States has been assembled in Washington by the United States Office of Education to consider the contribution of the schools to the war effort.

During the four days, conclusive evidence has been submitted by the armed forces of the United States and those associated with them that not a moment should be lost in the full use of the power of the nation to the war effort. Never has there been a time when educational workers faced heavier responsibilities for adjusting the school program to a great national need. Never was there a time when these workers might take greater pride in the significance of their work,

never a better opportunity to serve children, young people, and the nation.

The urgency of the situation requires that important adjustments be made in the programs of the elementary and high school immediately. There is not time to be overly strict in definitions regarding the functions of education. Materials are already available showing how modification may be made. For the high schools there is strong evidence that college admission authorities will be eager to modify college entrance requirements to meet the new need as brought to their attention by the leaders of the secondary schools.

It is the belief of this committee that modification of school programs should provide opportunity for curricular, extra-curricular, health service and community service programs in order that the student body may prepare itself to meet the demands of the armed forces, industry, and community service.

### Curricular programs to provide for:

- a. Courses in arithmetic, algebra, geometry, general mathematics, and in some cases trigonometry where many of the problems will be drawn from the field of aviation, navigation, mechanized warfare, and industry.
- b. Courses in industrial arts related to war needs and with special application to the operation of tools.
- c. Courses in auto-mechanics often in co-operation with local garages and farmers with particular emphasis on the repair and operation of trucks, tractors, and automobiles.
- d. More practical courses in cooking and sewing designed to assist home living.

- e. Courses in physics particularly stressing the characteristics of mechanics, heat, radio, photography, and electricity.
- f. Teaching units giving increased emphasis on health in both the elementary and high schools.
- g. Revised social study courses to give a knowledge of war aims and issues as well as actual experience in community undertakings.
- h. One or more units of study dealing with an understanding of the armed forces to provide general understanding and lessen the time required for induction.
  - i. Unit pre-flight courses as outlined by the armed forces in the larger schools.
  - j. Instruction that will give an appreciation of the implications of the global concept of the present war and post-war living.

**Extra-curricular programs to provide for:**

- a. School lunches giving special attention to providing proper nutrition for the child.
- b. Student assembly programs designed to give children an appreciation of the fact that they have a definite part in the defense of the United States.
- c. The contributions of such organizations as Girl Scouts, Boy Scouts, Camp-fire Girls, 4-H Clubs, Junior Red Cross, and Future Farmers of America.

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Here at home the Federal Government is asking for the conservation of rubber and gasoline, of tires and scrap iron, and other materials. These are vital, but human resources are more so. It is high time the Federal Government spends a few million dollars a year in the development of the manpower and womanpower which is vital in winning the war and the peace to follow. The need for general federal aid for education in the states which are unable to support an adequate school system is amply documented.

—Willard E. Givens, Executive Secretary,  
National Education Association,  
in *Education Digest*, September.

# BACK OF ADOLESCENCE LIES EARLY CHILDHOOD

By DR. S. R. LAYCOCK,

College of Education, University  
of Saskatchewan

(Western Vice-President, Canadian  
Federation of Home and School)

THE great impetus given to the study of adolescence by that brilliant writer and teacher, G. Stanley Hall, has had two unfortunate results. First, there grew up the belief that adolescence was "a new birth" and that "a new self was born". Secondly, the great emphasis on adolescence as a period of "storm and stress" led to the belief that this was largely due to the internal biological and physiological changes which were taking place in the individual.

In recent years an increasing amount of light has been thrown on adolescence from three sources. First, there have been carefully conducted continuous studies of children who have been followed through from the nursery school to the University. Secondly, the psychoanalysts have been diligent in linking up childhood experiences with adolescent and adult behaviour. Thirdly, anthropologists have done a great deal of work in studying the periods of childhood and adolescence in primitive societies.

## New Light on Adolescence

From all these sources of knowledge has come a chorus of voices proclaiming that adolescence is no new birth and that no new self is born. Rather, adolescence is regarded as merely a reactivation or reorganization of the traits of early childhood.

Peter Blos in the October, 1941, issue of *Childhood Education* says "rarely do new elements enter the behaviour pattern during the time of adolescent development. Many are new in form, content, timing, or in-

tensity, but in the perspective of total life history their roots can be clearly traced back to earlier years." In the same Journal Margaret Mead, the anthropologist, in describing the childhood and adolescence of Samoan and Balinese children says, "At whatever areas of life we look, the attitude towards authority, the capacity for easy or deep affection, responsiveness or lack of responsiveness, we find that the basic patterns are laid down in early childhood and that adolescence is a period when old attitudes are reactivated, not new born. . . . Thus the surest way to make changes in the behaviour of adolescents, to ensure their being less contra-suggestible, less insecure, less confused than many of them are today, is to introduce changes in the early years. For as the mother and father and teacher of little children set the stage, so later will the play be enacted, and not otherwise." These quotations reflect the opinion of nearly all of the recent books on adolescence.

The other recent trend in the study of adolescence consists of the increasing belief that it is not so much the internal biological and physiological changes which create problems for the adolescent as the implications put upon those changes by those with whom he comes in contact—his parents, family, teachers, classmates, as well as adults in the community. Partridge in his *Social Psychology of Adolescence* (Prentice-Hall) says, "In the light of the evidence now at hand adolescence seems to derive its importance as a period of human development in modern society largely because of social implications rather than from the internal biological and psychological changes which are

taking place." In studies of primitive societies where the attainment of social maturity is relatively close to the attainment of physical maturity, the problem of growing up is a very slight one for the adolescent. It is in a society like that in America today where social maturity, economic independence, formal status as a citizen, and the chance to marry are delayed far beyond the attainment of physical and mental maturity that a problem exists for young people. In other words, modern society creates its own adolescent problem by refusing to consider young people as grown-ups until many years after they have matured physiologically and mentally.

#### Problems of Adolescence

Let us turn to the problems of adolescents. Whether these have been solved with ease or with difficulty, every adolescent in the world's history has had to face five major issues: (1) He has had to make adjustments to his changing physical growth and physiological development; (2) He has had to become emancipated from his family and freed from too great emotional dependence upon his parents; (3) He has had to accept his own characteristic sex role and to make adjustments to the opposite sex; (4) He has had to find and enter upon a suitable vocation; (5) He has had to forge some sort of philosophy which would give meaning and purpose to life.

In his solving of each of these problems the adolescent is profoundly affected by the nature of the society or culture in which he grew up and particularly by the experiences in his own home during early childhood.

The adolescent's reaction to the changes in his physical growth and to the physiological changes in his body are determined, in the first instance, by the attitude established in him in infancy by his mother. Her attitude to his exploring of his body and to his physiological processes produced

in him feelings of shame and disgust or else wholesome normal feelings towards bodily parts and functions. If his parents have been proud of his physical development during the years of childhood, he will be helped to feel proud of his physical and physiological development as he grows into manhood. If his parents have not regarded sex as shameful and disgusting but natural and wholesome, he will welcome the physical and physiological changes which take place in his body. In infancy and the preschool years there have been laid down, for good or ill, basic attitudes towards the human body and its functions which will make the adolescent's adjustment easy or difficult.

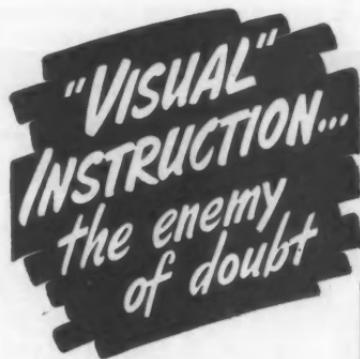
It is, however, in achieving emotional independence that the early years supremely make or mar the adolescent's adjustment. In order to develop his emotional life to a feeling of independence and of attachment to pals of his own and the opposite sex the adolescent must have had a background of emotional independence and security in childhood. If his parents were emotionally insecure with one another, if they overprotected and coddled him, if they were indifferent to him or if they were harsh with him, he will not have developed the fibre of emotional independence sufficiently for the process of "psychological weaning" to take place. Having no secure place in his parents' affection and having had no practice in making decisions and in doing things for himself he cannot fare forth into life. He will exhibit his emotional dependence on his parents in one of two main ways. He may be shy, timid, withdrawing, homesick when he goes away from home and unable to make decisions for himself, or to form friendships with his peers; or putting on a bold front, he may exhibit various forms of aggressive behaviour to cover up his inadequacy.

These latter forms may show themselves in bullying, boasting, bossiness, getting drunk, and in generally behaving "wild" and "tough".

#### Importance of Childhood

In their third problem adolescents are also particularly influenced by their early training. Acceptance of his characteristic male role by the adolescent boy and of her characteristic female role by the adolescent girl depends greatly on the early years of childhood. In a well-adjusted home the girl-baby is welcomed. She is at once treated as a girl and almost from birth she is encouraged in feminine characteristics. In addition, her mother is her first pattern of femininity and her father her first pattern of what the masculine role is. If her parents accept her as a girl and are emotionally mature and if they love and respect one another, the girl child readily assimilates her own role as a girl and grows up womanly and feminine and with a wholesome attitude towards males. If, however, the parents are disappointed in having a girl-baby, they consciously or unconsciously discourage her femininity by encouraging boyish characteristics. Instead of helping the little girl to accept and rejoice in feminine traits, the father may teach her to box, to hunt, to play hardball, or to be hard-boiled. As a result, at adolescence his daughter will have difficulty in accepting her feminine role. Or if the mother is not satisfied with her own role as a woman, she may develop the same attitude in her daughter. Again, if the father treats the mother as a slave and as of no account, the girl's first patterns of both femininity and masculinity are distorted. She has, therefore, great difficulty in accepting her own role and of having adequate conceptions of what the male role should be.

Boys experience the same difficulties. If the mother, instead of developing in the boy the practical, robust characteristics which our society lays



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down as the masculine pattern, is afraid to let him soil his hands or engage in rough-and-tumble play, she may develop in him effeminate mannerisms and characteristics which make his assumption of the male role in life difficult. If she is bossy, aggressive, and domineering and treats the father merely as a pay-envelope, the boy is hindered on two counts. His aggressive mother distorts his notion of what feminine traits should be and his hen-pecked father gives him no adequate pattern of masculinity. An increasing weight of research studies bear out the view that how easily an adolescent accepts his or her characteristic sex role in adolescence is determined in early childhood.

Further aspects of adjustment to the opposite sex are often helped or hindered by deep-grained attitudes absorbed in early years from the parents. Girls often absorb from their mothers the attitude that all men are beastly; that sex is something shameful and disgusting. Boys may absorb corresponding attitudes. Too often parents, in a mistaken desire to protect their children, make the attainment of wholesome relationships with the opposite sex difficult if not impossible.

The approach to one's occupational life has its roots early in childhood when a child first occupies himself with his toys without direction. The Vineland Social Maturity Scale traces the growth of occupational maturity in steps from the first year right up to adulthood. Attitudes to tasks as well as habits of initiative, industry, and persistence grow out of early home experiences and training.

Finally, the adolescent has to sort out for himself a philosophy by which he can live and face disappointments and frustrations as well as successes of life. He has to find a way of facing the mysteries of life and death. Finding fundamental values to live by is profoundly affected not by creeds

taught verbally but by creeds lived in concrete fashion by the parents from day to day. The latter must have found security and poise and peace for themselves if they are to be of help to their children. They must have fundamental values which they count on in life. They should have a religion which really functions in their lives. If they have these things, adolescents will be able to find a solution to their own problems in this regard. If the parents have not these fundamental values, the adolescent is apt to wander aimlessly among a maze of conflicting standards and ideas which he meets in our modern life.

#### Points for Teachers

While it is freely admitted that much can be done for adolescents when they are in the midst of trying to solve their problems, the lesson of research indicates the increasing need for parent-education and of education for parenthood. Every high school teacher should be vitally interested in two things now neglected. First of all he should be interested in study groups for parents of preschool children, for there the degree of difficulty which adolescents have in solving their problems is in a large measure determined. Secondly, he should be interested in guidance classes at the high school level where boys and girls may be helped to understand their own personality strengths and weaknesses. They could be helped, too, to understand some basic principles of development in childhood and adolescence which would prepare them for parenthood. Only as we have more intelligent handling of preschool children can we hope to lessen materially the most serious of the maladjustments of adolescents.

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Reprinted from *The Saskatchewan Teachers' Federation Bulletin*  
December, 1941



**MISS LEILA HUESTON,**  
announcement of whose death appeared in our September issue. Photograph kindly supplied by staff of Oliver School, Edmonton, where Miss Hueston last taught.



**Sgt. Obs. WILLIAM WYNNYCHUK,**  
former teacher at Opal, was killed in action overseas on September 22nd.  
*Brave men give their lives in conflict;  
Their memory lives on.*

## A.T.A. Library

A classified list of the books available (over 700 volumes) is obtainable upon application to the A.T.A., Edmonton.

### How the Library operates:

1. The Association pays return postage on all books.
2. Period of loan is three weeks.
3. If the book you request is in circulation at the time, your name is placed on the reserve list and it is forwarded to you as soon afterwards as possible.
4. If you desire to read other educational books not on our shelves, the Library Committee will be pleased to review suggestions for further purchases. Simply give the title, author, and if possible the publisher in each case.

### RESERVATIONS—

A fairly large number of requests for certain books in The A. T. A. Library were not able to be filled during the past school year. These reservations are still on record. However in view of the fact that the addresses of so many teachers have been changed during midsummer and also the fact that in most cases the books may have been requested for particular purposes which now no longer apply, we would ask those teachers who still desire to receive books requested during the past teaching year and not as yet received from the Library to renew their requests for the particular volumes. Thank you.

# Postwar Education » »

RADICAL changes are coming in postwar education, predicts Dr. George D. Strayer, Director of Organization and Administration of Education at Teachers College, Columbia University, in the first issue of the new magazine, *Predictions of Things to Come*, which makes its appearance on the newsstands today.

Outlining the changes which may be expected, Dr. Strayer says: "In America after the war, educational institutions will have to plan their curricula according to the work in which men and women will be engaged. A large percentage of the whole population will be enrolled in some part of the school system."

Predicts Dr. Strayer: "We shall certainly need to provide a system of free public education which shall ensure boys and girls of superior intelligence and ability an opportunity to continue their education in schools of higher education devoted to professional training and to scholarship.

"A reorganized school system," says Dr. Strayer, "may be visualized as consisting of the nursery school, the kindergarten, the six-year elementary school. Then will follow a four-year middle school devoted primarily to general education and extending from twelve to sixteen years of age. In the upper four years of the public school system . . . students will find opportunities which will prepare them for effective and productive participation in the economic life of our country. For those who complete the upper four-year unit, or until approximately twenty years of age, two lines of opportunity are clearly indicated—training for the minor positions of leadership in industry, agriculture, or business; or definite preparation for advanced education leading to the professions or to scholarly attainment.

"In postwar America," declares Dr. Strayer, "there must be developed the greatest progress of adult education that the world has ever seen. Here, the challenge will be unmistakable. At the war's end, we shall find ourselves confronted with the great problem of guidance, education training and placement for millions of those discharged from the armed forces and for other millions who will be displaced because of the change from war to peacetime industry."

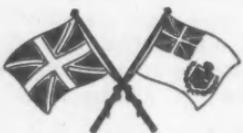
Speaking of the part that our school system will take in community life, Dr. Strayer says: "Education will need to co-operate with other social agencies in the improvement of the conditions under which men and women live and work and play. We must envisage a community wherein schools co-operate with dental and medical clinics, with settlement houses, with playgrounds and recreation centers, with public forums, with libraries, museums and community theatres, and the like."

Touching on the matter of financing for the changes in education to come after the war, Dr. Strayer predicts: "We shall have to look forward to a larger participation by the Federal government in the support of Education. There is not even the remotest possibility in certain areas that enough money to maintain an adequate program of education can be made available."

Dr. Strayer's article, "Postwar Education", appears in the first issue of the new magazine, *Predictions of Things to Come*, which consists exclusively of articles forecasting the future written by eminent authorities likely to be right. The magazine, which is published by the Parents' Institute, Inc., will appear quarterly.

# Young Canada's Rally Day

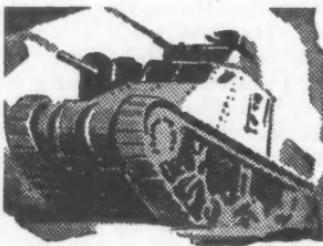
Young Canada's Rally Day is to be held October 27 throughout Canada thanks to the co-operation of the Departments of Education and the school teachers.



The purpose of the Rally Day is to focus the attention of all the children in Canada on the very great need for every Canadian to support to the limit of his ability Canada's Third Victory Loan. It is with this thought in mind that the National War Finance Committee is asking the teachers of Canada to put forth an extra effort on this day in the form of a program at each school which all the parents should be asked to attend. Naturally, each school has a different set of circumstances to consider, and so we are asking them to put on a program which they feel will serve the purpose best in their particular district.

Many examples of sacrifices can be drawn on as the background for any program. The boys who died at Dieppe, our Airmen who nightly risk their lives to keep our schools and homes safe from a ruthless enemy, our Sailors and Merchant Seamen who convoy around the world, risk their lives hourly to preserve our freedom, the mothers, sisters, brothers, and wives, left at home to carry a heavy load because their men felt the urge to fight for their country and their home.

To back up these gallant men of ours we must have money to build the tanks, guns, ships, and planes which they need to do their job. It is for this reason that every Canadian is asked to buy all the Bonds, Certificates, and Stamps which he is capable of, and we know that every teacher of Alberta will do an excellent job in helping us to get this message across to the students and parents in the district in which he or she is teaching.



*'Nothing Matters Now But Victory'*



# ENLISTED TEACHERS ARE ENTITLED TO FULL REINSTATEMENT

*The following interchange of letters with the National Ministry of Labour makes this definite ruling:*

## OUR INQUIRY

Edmonton, Alberta,  
September 15th, 1942.

The Honourable Humphrey Mitchell,  
Minister of Labour,  
Department of Labour,  
Ottawa, Ontario.

Honourable Sir:

I give below an excerpt from a letter of a teacher in this Province who has enlisted for active service in the R.C.A.F.

"In my letter to the board I asked for a leave of absence. Is there any assurance that I can get my position back again as principal? I refer to a law or regulation stating that all enlistees are to return to their former positions after the war is over."

This is typical of a number of inquiries received, and the point at issue is whether or not teachers who enlist in His Majesty's active service forces during the present war have any right to assume that they may return to their former positions after the war is over. In this regard, teachers may be divided into two classes: (1) those who have secured leave of absence from the employing school board during the duration of the war; and (2) those who did not apply for leave of absence, but simply left the service of the school board immediately they received their call; or made application for leave of absence during the duration of the war and were refused such leave of absence from the school board.

It would serve the teachers of this Province if a ruling could be obtained from your Department with respect to the abovementioned matter.

Yours respectfully,  
**Alberta Teachers' Association,**  
Per JOHN W. BARNETT,  
General Secretary-Treasurer

## THE REPLY

Office of Deputy Minister of Labour,  
Ottawa, September 21, 1942.

John W. Barnett, Esq.,  
General Secretary-Treasurer,  
Alberta Teachers' Association,  
Imperial Bank Building,  
Edmonton, Alberta.

Dear Mr. Barnett:

The Minister has asked me to reply to your letter of September 15th, 1942, about the applicability to teachers of the *Reinstatement in Civil Employment Act*, 1942, of which I enclose a copy.

Except in those possible but unusual circumstances in which a local school board could be held to be an agent of the Crown, the Act requires the reinstatement of teachers in their previous position and under not less favourable conditions than they would have enjoyed if they had not enlisted. Whether the teacher did or did not apply for leave of absence and whether or not such leave of absence was granted or refused is irrelevant.

Very truly yours,  
**BRYCE M. STEWART.**

## CORRECTION

In the Interim Report of the Provincial Salaries Committee published in our September issue, item number 2, bottom of page 35, the Rocky Mountain School Division was listed amongst those Divisions whose salary schedules provide for less than \$840 basic minimum salary. Information has now been received to the effect that revision of the Rocky Mountain divisional schedule in May 1942 resulted in the basic salary for this Division becoming \$840, effective September 1, 1942.

Where visiting teachers DINE and meet their friends.

**The SHASTA**

Completely Remodelled and Modernized

# The Support of Education in Wartime

We give below a few excerpts from the pamphlet *The Support of Education in Wartime* published by the National Education Association of the United States and the American Association of School Administrators. Teachers would do well to secure a copy of this pamphlet. Price 10c. Procurable through A.T.A. office.

Teachers as a group are performing a great service to their country. Children must not be allowed to pay the cost of this war in neglect or serious loss of educational opportunity. I know the teachers will find deep satisfaction in the contribution they are making.—Franklin D. Roosevelt.



## The Value of Education is Recognized by Other Nations at War

Both our allies and our enemies recognize the indispensable role of education in their war efforts.

The Chinese are realizing that their schools, even in dugouts, are their best investment. They look forward to postwar reconstruction, rehabilitation, and re-education. They realize that we are in the midst of a social and economic upheaval which means—hang on to our school system. Education is the hope of youth. Youth is the hope of democracy. Democracy is the hope of the world.—James R. Young. "Heroic China and Her Schools" *Journal of the National Education Association* 31:115-16; April 1942.

Don't close schools anywhere if you can help it. Don't call up school teachers for services or let them enlist; expand instead of cutting down on normal educational facilities.—From a London dispatch, February 3, 1942, by William H. Stoneman, *Chicago Daily News* Foreign Bureau.

## Education Should Be Better Than Usual

Let this be added as a concluding word for this section: the Commission is not discussing "education as usual", but education which is better than usual, education geared to deliver its full potential values to the war effort.



If we can afford war we can also afford education. If we can spend billions on war, we can afford to spend the millions that will give American children their birthright—health and education. To those who say we can't do both, I say we can't do one without the other! Whatever else we do, let's not stint our children. Education is not a luxury; it's a necessity.—Henry Ford, in an interview published in the April 1942 issue of *Nation's Schools*.



Teaching, today, is war work.—Paul V. McNutt, Chairman, U.S. War Manpower Commission.

Question of the hour: Will teachers be "frozen" in their jobs; or to put it another way, will the Federal Government take any action to prevent an exodus of teachers from their jobs to war industries?

Reason for Asking: Because the U.S. War Manpower Commission has already taken steps to keep two vital groups of workers in jobs where they will be of greatest service to the war effort.

From *Edpress* Newsletter.



The A.T.A. Magazine

To Parents:

Your children inherit, at best, a troubled world. Give them the best possible start in meeting its challenge. A good education will help your children to do their part in winning the war and will remain as an asset that no future disaster can destroy. If, on the other hand, we should cut the support for education, allow the best teachers to be removed from the schools, deprive our children of their one big chance to secure education, throw our youth indiscriminately into employment without proper instruction and guidance, fail to provide the training necessary for health and citizenship, then America must pay a heavy forfeit. We would lack the trained manpower essential for victory. Our children would be unprepared to protect our institutions or to discharge our obligations to the postwar world. In this hour of crisis, express your courage and faith in the future. Now is the time, the only possible time, to provide good education for your children.

To Taxpayers:

Your schools must be kept going during the war. Will they be maintained on a penny-wise basis or stepped up in efficiency so that they may increase their contribution to victory? Reductions in the school budget would not materially reduce your tax burden; they could, however, impair the morale and efficiency of the whole educational service.

Education, health, and cultural services use little or no goods that are critically needed in war production. Keep your sense of pride in the opportunities your community offers to young people. Your local expenditures are under your local control. Now is the time to spend money for the services that will make American youth skilful and strong enough to win the war and wise enough to build a lasting peace.

### *Methods for Alleviating Teacher Shortages*

1. Increase salaries and improve working conditions in teaching.
2. Keep local selective service boards fully informed concerning the employment situation with respect to men teachers of critical trade and industrial occupations.
3. Canvas, register, and retain former teachers, and potential teachers not now in preparation.
4. Encourage more students to prepare for teaching.
5. Accelerate progress of prospective teachers through college.
6. Guide students in their choice of majors, minors, and courses from fields in which surpluses of teachers exist, to shortage fields.
7. Liberalize teacher certification requirements and practices.
8. Extend, improve, and co-ordinate the services of public teacher placement and registration offices.

# Who Is Nice?

"Miss Battrick is nicer'n anyone," my niece Patsy has confided many times. Thirty-nine others in her Grade I class are apparently of the same opinion. That we learned one day last June, when we were invited by Patsy's mother to attend with her a Parents' Day in Miss Battrick's Grade I room in Westmount School.

Every teacher who has been puzzled about a Parents' Day should have been with us. For all curious visitors Miss Battrick had a warm handclasp and a charmingly wistful smile. There were rows of brightly-polished Juniors facing the blackboard and a string of vari-colored cardboard birds was flying just in front of it. Pasted to the lower window panes were similar birds. Graceful, fronded ferns hung before the windows.

We walked about and talked to Grade One. They all proudly displayed prettily bound, hand-made books in which each had pasted his best work. Most interesting was the home of the Three Bears, in the far corner of the room. The two rooms, kitchen and bedroom, were roomy enough to walk about in. The best drawing was tastefully arranged on the walls of the home. There were wee curtains on the windows, also appropriate furniture for each room, chairs and table in the kitchen, three beds in the bedroom, all handmade.

When all grown-ups had admired to their fill we sat on chairs at the back.

Miss Battrick in a very quiet, unassuming voice, explained that the program which would follow was in no wise of the concert type, but a repetition of some of the songs, poems, and action stories which the children had learned throughout the year.

A diminutive chairman—there were three throughout the afternoon—read aloud the first item. A child came forward and recited beautifully a poem about Thanksgiving. Miss Battrick gave the pitch for some sweet Christmas choruses. A clever item was a rhythm band number; there were about six noisemakers and all hands announced they wanted them.

During the dramatization of the Three Bears, Baby Bear announced by mistake, "Someone has been *sitting* in my porridge." That called for a healthy giggle from the class.

A teacher must surely have a generous, sympathetic character as well as a boundless store of ingenuity, to produce a class of children who are unconsciously natural, and at the same time as wholeheartedly eager as Miss Battrick's pupils to participate in classroom activity. We would term the pervading atmosphere "homey".

Miss Battrick retired from teaching at the end of June. You may have read about it in the *Edmonton Journal*. "Too bad, isn't it?" Patsy's wee sister certainly thinks so.

M. IRENE RANCHE.

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# Letter to the Editor

September 19, 1942.

Dear Sir:

Last year, as I remember, the teachers spent some time considering the "objectives of education" in high school. A section in the bulletin for High School Curriculum Revision dealt with that topic. And it was the consensus of opinion later at the Easter Convention that the chief objective of the high school programme was "social responsibility".

Again, we have often heard it suggested that the "social studies" should be the core of the high school programme.

Both these facts—the objective of social responsibility, and the importance of the "social studies"—seem significant. People, teachers included, realize that all too little progress has been made in the management of our social and economic affairs.

Now, what do we teach in these so-called "social studies?" Teachers know that in the high school they consist of the following courses: Social Studies 1, 2 and 3, Sociology, Psychology, Economics.

Do any of the above courses directly aim at informing and inspiring students so that they will be more able to make our democratic system work better, or make it work, for that matter?

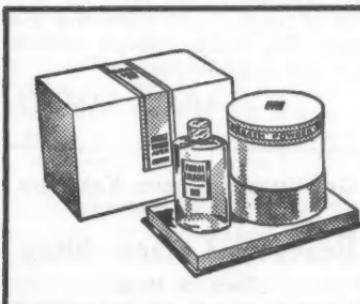
I do not think so. Our educational system has failed sadly to inform and inspire new citizens in the past. It is failing almost as badly in the present. The thinking and the objectives behind the present courses are very confused. That is a charge, I know, but what do you think about it?

In my contact with teachers during the last year, I have been surprised at the confessed ignorance and despair at the mention of the word "economics". And this from teachers who have original ideas and techniques in teaching the sciences, mathematics, enterprise work, and what have you! Which is better, to teach some students so that they will be ambitious to become master chemists, or to teach students so that they will be keen to use their rights as citizens? Had we not better examine the question? (And, teachers of English and Social Studies, this holds for you too.)

We lack clarity in our thinking on what to teach in order to attain "social responsibility".

And what do we mean by social responsibility?

"Democracy is government . . . by the people, for the people"—and in accordance with the will of the people. The functioning of a democracy depends upon the citizens exercising their responsibility—to express their will and see that it is obeyed. To do this the people must have unity; they



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must organize as citizens. If they do, they can gain security for themselves and, incidentally, for the soldiers after the war. If they do not . . . Well, our present leaders have promised us a depression. To use our citizenship rights is our first social responsibility.

Should not students learn this and be encouraged to use their rights as citizens when they get beyond the high school walls?

And do you think we could work out some simple principles through which citizen organization can be successfully achieved? If there are some such pointers, we should find them. And citizens, old and young, should learn them and use them.

The people of any nation want, first of all, security. If someone can help the people of his country get security with freedom, he had better do it. The teachers are entrusted with handing on the knowledge and principles that are of most value. The teachers had better do something about it. What do you think?

Thanking you, Mr. Editor,  
R. POPULUS (R.C.A.F.).



#### HALLOW-E'EN DECORATIONS:

(These window decorations are cut from black oil-cloth.)

Give each child patterns of owls, cast and bats (vary the size). Have them trace the design on the rough side of the cloth. Colour with black crayon, rubbing heavily over the rough side of the cloth; or black paint applied freely. Then cut out. No pasting is required. Merely press the smooth side of the oil-cloth to the window pane. The objects will stick to the glass by pressing them against it. If the window pane is too cold, breathe on it before applying the decoration.

## Some Great Men of Queen's

Edited by Principal R. C. Wallace  
Ryerson Press. Not illustrated.  
134 pages. \$1.50

The same feeling is kindled in us as we read of the life, ideals, and teachings of the great men of Queen's, as Longfellow had when reading of the life of Florence Nightingale:

"The tidal wave of deeper souls  
Into our inmost being rolls,  
And lifts us unawares  
Out of all meaner cares."

These men: George Monro Grant (Principal from 1877 to 1902), John Watson (Professor of Moral Philosophy for fifty-three years), Nathan Fellowes Dupuis (Professor of Chemistry and Natural Sciences, later Professor of Mathematics), James Cappon (Professor of English), William George Jordan (Professor in Theology), and Adam Shortt (Professor of Political Economy) were the subjects of addresses given at the celebration of Queen's University Centenary (1941). As we read this book, our admiration and appreciation of professors and of university education grows. These six addresses are well-written, clear, and interesting. The expositors were all students at Queen's, and most of them are teaching there now. They show the feelings of respect, love, veneration and discipleship which Queen's students have for their professors.

LILY M. LAKUSTA.

Greetings to Alberta Teachers

Beavers' Coffee Shop  
(Opposite Birks)

# NAVY LEAGUE---An Appeal » »

The Merchant Seaman has been called the "forgotten man". His lot is a hard one—without him not one pound of bacon or a bushel of wheat would leave Canadian shores. In most cases the boats that he mans are unarmed, protected only by corvettes and destroyers, and these in small numbers. The daily sinkings of merchant ships tell the story. The long lists of survivors rescued from sea and brought to hostels operated largely by the Navy League are to be seen each week in the press. The Navy League of Canada and Great Britain has done a marvellous piece of work in providing hospital service and attention for wrecked sailors. Last year the Navy League appealed for ditty bags for Merchant Seamen—the League asked for 30,000 and got them—this year the demand is much greater, and they are asking for 100,000. We in Alberta have been asked for 10,000. Last year the Women's Auxiliary of the Navy League which had been operating for only three months supplied 1,000. This year they hope to double that number. Now what is a ditty bag? First of all it is a little blue bag about 10" wide by 14" deep, with a slip cord at the top which is drawn and knotted when the bag is filled. It bears a label on which the donor may write his name and address with a request that the recipient acknowledge it when received. Last year many letters were received from recipients and they all told a wonderful story. Many of these men had never received a Christmas present before. Letters were received from Arabians, from Indians, and from practically all nationals. Now what does a ditty bag contain? The Navy League suggests one knitted article, a pair of socks, mitts, or a scarf. In addition a small quantity of foodstuffs—for instance a

small cheese, a tin of butter, jam, etc., razor blades, playing cards, writing paper, and any other articles that might be useful, and not procurable by a man at sea, and again for instance a pipe might be added. It is suggested that the value should be between \$3.00 and \$5.00, not over. I cannot imagine a finer undertaking for rural schools than to have the pupils bring Christmas cheer to a man at sea. God knows they deserve it, and I am one who believes if it were not for the British Navy and the Merchant Seamen, our lot in Canada might be entirely different from what it is today. Apart from providing Christmas cheer to a man at sea, it should provide an excellent theme for emphasizing the navy, and what it means to us. The ditty bags will be supplied by the Navy League of Alberta: North of Red Deer write Navy League of Canada, basement Thompson and Dynes, Edmonton—South of Red Deer write Secretary Navy League of Canada, Calgary, and a ditty bag will be immediately mailed for filling. When the bags are filled, they should be immediately sent to either of the above addresses depending on which territory they are in. All bags should be at Navy League headquarters not later than November 1st. From here they are shipped to seaboard points in time for disposition at Christmas.

Last year ships were stopped at sea and ditty bags handed out to those who were not able to make port in time for Christmas. In fact some of the finest letters we had were from a group of men manning an oil tanker, who had been given ditty bags at sea. It happened to be a group of merchantmen who had been at sea for years, and they had this to say: "It was the first time in their lives they had received anything at Christmas."



## Association Announcements

### FALL CONVENTION TIME-TABLE, 1942

Groups, Dates and Places of Meeting approved by the Department of Education

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
October 5th	6th	7th	8th	9th
TWO HILLS (Two Hills)			VEGREVILLE (Vermilion, Vegreville)	
	ST. PAUL (St. Paul, Bonnyville)			WAINWRIGHT (Wainwright)
October	13th	14th	15th	16th
	CAMROSE (Camrose, Killam, Hardisty-Provost)		EDMONTON (Athabasca, Smoky Lake, La- mont, Holden, Clover Bar, Sturgeon, Wetaskiwin, Straw- berry, Stony Plain, Lac Ste Anne, Edson, Coal Branch)	
October 19th	20th	21st	22nd	23rd
EDMONTON CITY			LACOMBE (Stettler, Red Deer, Ponoka, Rocky Mountain House)	
	WESTLOCK (Pembina)			
October 26th	27th	28th	29th	30th
CORONATION (Castor, Neutral Hills)			CALGARY (Olds, Calgary Rural, Foot- hills, Turner Valley, Mt. Kundle, Drumheller, Strath- more, Bow Valley)	
	HANNA (Berry Creek, Acadia, Sullivan Lake)		CALGARY CITY	
November 2nd	3rd		5th	6th
MEDICINE HAT (Medicine Hat, Cypress- Tilley East, E.I.D., N.E. part of Foremost)			LETHBRIDGE (Lethbridge City, and District, Taber, Macleod, Pincher Creek, St. Mary's River, Crow's Nest Pass, W. part of Foremost)	

#### PEACE RIVER CONVENTIONS:

High Prairie .....	October 5th and 6th
Peace River .....	October 5th and 6th
Spirit River .....	October 8th and 9th
Grande Prairie .....	October 8th and 9th

List of Speakers on Page 26

# Smartly Styled Pieced Muskrat Coats at About Half Price of Full Pelt

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- or Budget Plan of One-Third Down!

Here's a fur coat that has about everything a woman really appreciates . . . **STYLE . . . QUALITY . . . DURABILITY!**

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# Guest Speakers for Fall Conventions

Two Hills and St. Paul	R. E. Rees, Superintendent of Edson School Division Miss Malmie Simpson of Edmonton
Vegreville and Wainwright	L. A. Broughton of Provost Miss Margery MacKenzie of Edmonton
Camrose	R. E. Rees, Superintendent of Edson School Division A. E. Rosborough of Edmonton
Edmonton Rural	Chas. H. McCleary of Camrose R. E. Rees, Superintendent of Edson School Division Woodrow Lloyd, President, Saskatchewan Teachers' Federation
Edmonton City	F. G. Buchanan, Superintendent of Calgary Public Schools R. B. Walls of Calgary Miss Louise Tester of Calgary
Westlock	Gordon C. French of Edson Miss Evelyn MacIver of Edmonton
Lacombe	H. E. Panabaker of Calgary Miss Florence Todd of Calgary
Coronation and Hanna	Dr. J. C. Hewson, Superintendent of Castor School Division
Calgary City and Calgary Rural	Miss Alma Kittlitz of Stettler A. E. Rosborough of Edmonton Miss A. Michael of Edmonton L. A. Bercuson of Edmonton J. Charky of Chinook F. G. Buchanan, Superintendent of Calgary Public Schools
Medicine Hat	T. C. Byrne, Superintendent of Foremost School Division
Lethbridge	Miss E. C. Barclay of Calgary F. G. Buchanan, Superintendent of Calgary Public Schools Miss E. C. Barclay of Calgary T. C. Byrne, Superintendent of Foremost School Division
Peace River Conventions	L. W. Kunelius, Superintendent of Pembina School Division H. C. Melanes of Grande Prairie



## Hotel Palliser

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ASSOCIATION

## CONVENTION

October 29 - 30

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# HOME ECONOMICS

Edited by ADA A. LENT, B.Sc., H.Ec., A.M.

## A SIX-STEP PROGRAM FOR TEACHING NUTRITION

WITH the importance of the nutrition movement of today comes an added responsibility for the teaching of cookery, and teachers of home economics engaged in this work must needs see the overall picture—they must needs ask themselves the following six searching questions.

First, have I gotten across to the students and home-makers to whom I am responsible, so adequate a knowledge of the principles of nutrition that they are capable of planning menus which can and will provide abundant nutritional health?

Second, have I included in my teaching, demonstration, and home project work an adequate knowledge of the kind of buymanship which will enable students and homemakers to purchase those foodstuffs which actually contain the nutritional content for which they were chosen?

Do my people understand the fact that wilted lettuce contains far fewer vitamins than does fresh lettuce? Do they insist on purchasing heads of lettuce on which have been left the dark outside leaves? Do they serve these and do they realize the fact that such portions of any head of lettuce contain more nutritional value than do the more popular inner portions?

Have I emphasized the truth that spinach isn't just spinach?—that it must be fresh, crisp and in the best of condition when purchased—if it is to make its best nutritive contribution, and further, that if it is purchased in wilted condition, it is not a bargain at any price because of the fact that it will already have lost

a large portion of its potential food value?

These, of course, are only a few examples of buymanship—good and bad—wise and unwise—safe and unsafe. Have I as a teacher of home economics, however, made a study of food buymanship, and as time goes on, do I have at hand the knowledge and the organization of material which will enable me to point out the pitfalls of buymanship which every homemaker in Canada can and must understand if, during these perilous times, she is to be expected to provide a definite nutritional defence for the members of her family?

Third, how about the storage of foods? Having chosen them wisely and having purchased them in a form in which the protective elements are present, what are you doing to teach the protection of those protective elements after the time that foods reach the homemaker's kitchen and before they are cooked? Refrigeration, cold storage, in basements, in winter even window storage, if necessary, one and all offer their own solution to this problem of retaining food elements during the temporary storage of food. Such storage is augmented, too, by an understanding of the food value of canned foods, and of the comparative ease of storage of such foods, both before and after the cans have been opened.

Fourth, food preparation also needs study. No longer do nutritionists advocate peeling potatoes several hours ahead of time for efficiency's sake—and then leaving them unprotected in cold water until such time as the homemaker is ready to cook them. We are at war—we must conserve food and food values. We need to

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understand and to explain the principles of the preparation of food to the end that every last vestige of food value is retained.

Much splendid research has given to us an excellent knowledge of the ways and means by which food values may be retained to the utmost—during the cooking of foods. Needless to say, therefore, exhaustive attention should be given to these cookery principles. This is the fifth step in our six-step program. Cookery should be looked upon as a growing science—a science of great promise and very real import.

And finally, having chosen the types of foods which offer to us adequate nutrition, having rounded out the menus which we should follow in order to include them, having purchased the foods to be contained in these menus so that their vitamin and mineral content is secure, having stored and refrigerated these foods properly, having prepared and cooked them scientifically, having carried through each of these processes with only one objective in mind—namely that of securing and retaining their nutritional content to the utmost—there remains one other (the sixth) all-important factor to be considered.

What price the nutritional defeat which will result if these foods, so chosen, so purchased, so stored, so

prepared, and so cooked are so served that the members of the family either refuse to eat them totally or eat only a scanty portion?

Reason enough for adding attractive food service to our nutrition course, is this not? Reason enough that we as teachers of home economics insist that hot foods be served hot, and cold foods cold—that the table be tastefully set—that recipes be chosen which the family really like, and that foods be served so attractively, so appetizingly that they will be eaten—and enjoyed.

Thus the nutrition program becomes in reality a six-step program including the right choice of food, the wise purchase of food, the proper storage of food, the scientific preparation and cooking of food, and the appetizing serving of food.

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The A.T.A. Magazine

# Improving the Teacherage

By JOHN HANNOCHKO

PERHAPS too many of us are inclined to overlook the influence the teacher's home life wields in the community. Just try to observe this and you will notice how the people endeavor to imitate you. It may be you've made a particular wash stand, a bookcase, or dabbed on your walls a certain color scheme—in all these little things they'll do just as is done in the teacherage.

I remember several years ago when I dabbed my walls to match the linoleum, several women came to me to find out how this was done. As a result my dabbing sponge was practically worn out by the time it circulated through the district. This shows that new ideas are always noticed. They think the teacher should know the proper way to fix up a house. They believe teachers have the most modern ideas; and because of this, the teacher must strive to make the teacherage a model place to live in—a real example of practising what we advocate—cleanliness, tidiness, neatness and sanitation.

How can this be achieved when some teachers are forced to live in a small shack of ten by twelve feet, where the walls in some cases are covered with building paper, the floor is rough and warped, there are no blinds and the ceiling is marked with chalk "Rain here, beware!" because the roof leaks? I know one teacher who told me one year was enough for him in such a place even if he received a substantial increase in salary. Do you blame him? If the teacher is compelled to live under these conditions, can he win the respect of the community?

When the School Divisions were established many such teacherages were improved and repaired, but we know that even the Divisions' hands are

tied due to the lack of financial resources. This is where the teacher can do his part to make the teacherage an example in the district.

You will find in most cases that the women in the district are quite willing to help out—even to the extent of holding social functions to raise money for blinds, linoleum, etc. The men too will not be outdone by the ladies and will do all the repairing that is needed. This can be accomplished if the teacher takes a leading part and interests the community in this project.

I know of a district where the rate-payers hauled 20 cords of wood for the school free of charge, the \$40 received therefor from the Divisional Board being used to buy siding and paint for the teacherage. You will argue that this is a splendid idea but does not always work. It does and will work if the teacher is interested enough to take the initiative and to persuade others to become interested.

How about the grounds around the teacherage? Are there any trees planted? Is there a lawn? Are there any flower beds? If not, why not? Rest assured the farmers will not come around to dig up the ground for your lawn nor plant trees. Here the teacher can use the pupils to advantage—working in with the course of studies by planning the grounds, planting flowers and transplanting trees. Do this and the community will take a pride in your work—will feel that you are a part of them, striving in their interests as well as yours.

I recall one district where the school had been operating fourteen years yet not one solitary tree was planted on the grounds. Then one year a lively teacher came along, ordered trees from the Department of

Agriculture, planted these, made a lawn, walks, flower beds and so improved the grounds that they were the pride of the community. What was the result? The farmers began to plant trees around their buildings, perennials were introduced and even walks of stone bordered with white-washed rocks just like those on the school grounds were constructed by some.

If, then, all the rural teachers as a whole took pride in improving the school, the teacherage and the surroundings, surely the effort would not be vainly spent and life would be pleasanter both for yourself and for the teacher to follow. Try it.

#### MEDICAL SERVICES BOARD SUMMER SESSION, 1942

##### Infirmary Report

Students who have come to the Infirmary:

Men .....	47
Women .....	104
Total, 151	

Visits of the above students to the Infirmary for treatments, etc.:  
 Men ..... 121  
 Women ..... 272  
 Total, 393

Daily average, 10 patients.

Dressings .....	108
Minor Treatments	133
Medications .....	78
Backstrain .....	11
Sprained wrists ..	3
Sprained fingers ..	8
Sprained ankles ..	5
Absence cards ..	19

Bed patients in the Infirmary: 2 women totalling 15 hospital days.

In University Hospital: 1 woman totalling 2 days.

Doctor's visits to the Infirmary 44 totalling 38 hours.

Doctor's consultations in the Infirmary ..... 173

Doctor's visits to patients at home ..... 3

Extra calls for nurse (outside regular hours) ..... 19

Total nursing hours ..... 328

Daily average 8.4 hours.

Medical service days ..... 39

Submitted by A. Revell,  
Nurse-in-charge.



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# Official Bulletin, Department of Education

## No. 65 GRADINGS IN GRADE IX SUBJECTS

THE Programme of Studies for the Intermediate Grades is to be interpreted, not as a programme of separate and unrelated subjects, but rather as an integrated programme in which English, Social Studies, Science, and, to some extent at least, Mathematics are to be taught in close connection, through activities that provide plenty of opportunities for practice in oral and written English, for class discussions and fore social responses. Under these conditions, a pupil's educational growth should be total—not partial or specialized; and the examination at the end of the Grade IX year represents an attempt to measure the pupil's total performance or achievement, and determines the level of his mental development as a whole.

The older style of education attached a great deal of importance to the ability of a child to reproduce material from books, or notes copied from the teacher's dictation; and the examinations were accordingly set on subject-matter learned from books.

It has therefore been thought advisable, under this newer system of examining, to assign to every pupil a rating in terms of his total performance on the Grade IX examination, but not to specify definitely his standing in separate subjects; for the latter procedure tends to place emphasis where it does not properly belong; namely, on achievement in single subjects rather than on total achieve-

ment. Moreover, it tends to keep alive the antiquated "batting-average" conception of good teaching.

When pupils have been promoted to the high school, they begin work under the credit system on a more diversified type of programme, and are required to secure standing in single subjects. In this new atmosphere, teachers can base their instruction on what they find the pupils able to do, rather than on gradings of the pupils' work in pre-high-school years. Pupils can show their special abilities in Grade X quite as easily as in Grade IX, and it will be the duty of the teachers to guide them accordingly.

It is really not in the best interests of most Grade X pupils to have them carry over from Grade IX a rating or "tag" in any single subject. For that reason the Department has introduced the "S" and "U" designations for achievement in Grade IX subjects.

## RE THE SURVEY TESTS FOR NORMAL ENTRANCE

It was the opinion of the group reading the answer papers of the Survey Tests of 1942 that these tests constituted a very satisfactory method of selecting for the Normal School those students who are able to apply in practical situations the knowledge and ability learned in school. The questions were well distributed over the fields of Science and Mathematics and did not seem to us unduly difficult.

We were amazed at the low scores made by the majority of students and the extremely low scores made by a

considerable number. These suggest two things:

- (1) that it is possible the candidates were hurried;
- (2) that it should be, to a greater extent than obtained at present, a part of all teaching of Mathematics and Science to make plain the application of the principles to situations in everyday life.

#### RE COMMERCIAL ELECTIVES

The reference in Section 5 on page 3 of the Supplement for the year 1942-43 to the High School Regulations is not to be interpreted to mean that the special qualifications required for teaching the Commercial Electives are in any way being lowered. The Senior Certificate in Bookkeeping is required for teaching Bookkeeping 1, and a similar requirement obtains for teaching Typewriting 1 or Stenography 1. For the teaching of the second units in Bookkeeping, Typewriting or Stenography, or for any other of the Commercial Electives, the Senior Certificate in Commercial Subjects is required.

#### RE GRADE IX ENGLISH

In one-room schools, or schools in which Grades VII, VIII and IX occupy the same room, the three grades will be combined for Literature and Reading, and will all use the Grade VIII Reader, *Life and Literature, Book II*, during the year 1942-43.

#### RE THE THIRD UNITS OF FOREIGN LANGUAGES

1. The following is the prescribed reading in Latin 3 for the year 1942-43:

Part I: Vergil: Selection IX.

Ovid: Selections I, II and IX.

Part II: Livy: Selections I to VIII (inclusive)

Pliny: Selections I to IX (inclusive), and selections XI and XII

Catullus: Selections I to VI (inclusive)

2. The prescribed reading for French 3 is the same as last year, and is as follows: *Sans Famille*: Hector Malot.

3. The prescribed reading for German 3 is the same as last year, and is as follows:

*Das Geheimnisvolle Dorf*: Hinz  
*Immensee*: Storm  
*Die Verschwundene Miniatur*: Kästner

#### RE TRIGONOMETRY AND ANALYTICAL GEOMETRY

Teachers of Grade XII Trigonometry and Analytical Geometry are asked to note that a Supplement to the textbook has been prepared, which contains certain corrections of the material of the text, and other supplementary material.

The Supplement may be had from the School-Book Branch, at the price of 5c a copy.

#### AIR CADET SYLLABUS

##### "Group A" and "Group B" Subjects

Teachers who are offering instructions in Group A and Group B subjects of the Air Cadet Syllabus are advised to secure copies of "The Service Air Crew" C.A.P. 12, Part One, June 1942, from Flight Lieutenant W. M. Bowman, No. 4 Training Command, Calgary. Such teachers are also asked to note that the following material has been prepared by a special committee of the Alberta Teachers' Association for the use of teachers of Group A and Group B subjects of the Air Cadet Syllabus.

As a result of meetings of teachers, attending the Air Cadets Instructors Camp, and subsequent conferences of representatives of the teachers, the Air Force and the Department of Education, it has been found that a slight change of emphasis in certain parts of the high-school curriculum would materially facilitate the training of aircrew by the Royal Canadian Air Force. A number of topics in the present high-school courses form a large part of the initial training that

the R.C.A.F. provides for Air Cadets and for Aircrew. This bulletin points out the changes in emphasis, which will enable the high-school teacher to co-operate with the Air Force, by giving somewhat more prominence to those portions of the course that are directly applicable to Aircrew training. High-school teachers are directed to implement these changes in emphasis wherever feasible.

A copy of the Instruction Text used by Air Cadets and Aircrew may be obtained, free of charge, by high-school teachers, by applying directly to Air Officer Commanding, Attention Cadet Officer, No. 4 Training Command, Calgary, Alberta, and asking for a copy of "The Service Aircrew" C.A.P. 12, Part One. This book contains some material not related to the school courses, but much of the contents supplement various phases of the present high-school curriculum, and may be used by teachers to enrich the courses for all students and incidentally to provide a better grounding for those students who will subsequently enter the Air Force.

The material selected for use in supplementing phases of the high-school courses is well illustrated, pedagogically sound, contains useful exercises and examples and is of general educative value. The phases of the present high-school course it serves to supplement are indicated in the following list.

(Throughout, the abbreviation "C.A.P. 12" refers to "The Service Aircrew C.A.P. 12 Part I")

#### In Health and Physical Education 1.

Theme II—How to keep well—  
C.A.P. 12 Hygiene and Sanitation. Pages 11-16.

Theme IV—First Aid. Pages 20-26.

Pages 3-5, 16-19, 27-39 of C.A.P. 12, "Hygiene and Sanitation" offer valuable source material for use in Grade IX Science and Health and in Health 1 (Vitamins for dark adaptation, care of eyes, frostbite, the bends, ears and air pressure, carbon monoxide poisoning, vaccination, communicable diseases.)

#### In Geometry 1.

Topics in "Geometry for Today" may be extended to include:

1. Chap. III: Nautical miles (C.A.P. 12, Navigation, page 5); Knots (C.A.P. 12), Navigation, page 5, and Mathematics, page 32); Great Circle and Rhumb line (Navigation, page 6)
2. Latitude and Longitude (C.A.P. 12, Navigation, pages 6 and 13); Isogonals, Variation and Deviation (Navigation, pages 8 and 9); Bearings (Navigation, page 13)
3. Chap. VII: Position lines as loci (Navigation, pages 75-85)
4. Chap. XIV: Section 8, extended to include the projection of a spherical surface on a plane, map projections and grids, map reading (C.A.P. 12, Navigation, pages 42-63)

#### In Physics 1.

Topics in "Elements of Physics" may be extended to include:

1. Chap. 12, application of principle of aneroid barometer to altimeters. (C.A.P. 12, Navigation, pages 26-27)
2. Chaps. 16 and 18 Vectors and composition of forces and velocities. Solution of problems by plotting and graphs, (C.A.P. 12, Navigation, pages 37-41)
3. Chap. II treats very briefly of "Meteorology".

The following additions are suggested:

**Clouds**—Types, formation and characteristics of associated weather.

**Winds**—Beaufort scale, gustiness, etc.

#### Visibility

#### Ice Formation

**Precipitation**—Thunder storms, hail, sleet, rain, snow.

**Weather Maps**—Reports and forecasts, cold and warm fronts, interpretation of weather maps. (C.A.P. 12, Meteorology)

#### Non-Academic Electives.

**Geology**. The section on "Atmosphere" may include the whole Meteorology syllabus.

#### General Science 1. May include:

- (a) Aneroid—barometer, altimeter, air speed indicator.
- (b) Magnetism and compasses.
- (c) Gyroscope—bank indicator, etc.
- (d) Fluid pressures—Venturi, airfoil.

**General Mathematics 1** May include:  
The mathematics of navigation—  
Navigation, pages 29-41 and 64-  
74, C.A.P. 12.  
Use of slide rules—Mannheim and  
Appleyard scales.

In General Shop

1. Knots and splices—As a part of Farm and Home Mechanics Courses (C.A.P. 12, Part 1 Knots & Splices)
2. The related study of Radial engines in Motor Mechanics—carburation, ignition, lubrication and cooling of radial and in-line engines. (C.A.P. 12, Part I Engines)
3. Frame Structure — involving beams, struts, stresses and reinforcing, strength and lightness, in woodwork. (C.A.P. 12, Part I Airmanship) (Airframes)
4. Model Airplane building.

**Mathematics**

For the mathematics courses from Grade V to XI, C.A.P. 12, "Mathematics" is an excellent source book. While it adds nothing new in fundamental operations not covered by our present school

courses in mathematics, it does add a wealth of illustrative material and problems, and should provide excellent motivation for mathematics at all levels from Grades VI to XI.

The use of the slide rule is already recommended in our school courses: to illustrate ratio in Algebra 1, in General Mathematics, and in Trigonometry and Analytical Geometry. The extension of this use would be of service to the R.C.A.F. in giving potential aircrew training in the use of such scales as they all meet with in Navigation Theory.

C.A.P. 12, "Mathematics," pp. 46-50, offers many problems on angles, directions, supplementary and complementary angles and reciprocal directions which may be used to supplement the similar material in Geometry 1.

C.A.P. 12 "Mathematics," pages 60-67, is covered by the present course in Algebra 1, but many excellent examples and questions on graphs could also be used to supplement the text.

## New Books for All Grades

**ONE ACT PLAYS FROM CANADIAN HISTORY**  
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## METEOROLOGY—GENERAL SCIENCE

Suggested questions, which will correlate the Meteorology of the Air Force with General Science Course.

- (15) 1. (a) Describe briefly the principle on which the altimeter operates.  
(6) (b) Your plane is equipped with a thermometer which reads air temperature. How would the readings vary as you ascend  
(i) in the troposphere, (ii) in the stratosphere?
- (6) 2. (a) Describe briefly the two types of accretion which may occur in cloud.  
(8) (b) Indicate the temperature range in which serious icing is likely to occur in (i) cumulonimbus cloud, (ii) layer cloud.
- (6) 3. What is meant by the terms (a) "Frontal surface", (b) "Front"?
- (12) 4. (a) Give four reasons why it is dangerous to fly in a thunderstorm.  
(12) (b) What information regarding surface wind speed and direction can be obtained from a study of the isobars on the weather map? Explain.
- (14) 5. What corrections usually have to be applied in flight to the indicated altimeter reading to obtain the true height of the aircraft? Explain.
- (3) 6. (a) What are supercooled water drops?  
(7) (b) How does the presence of supercooled water drops in cloud lead to the formation of ice on aircraft?
- (14) 7. What are the conditions favorable to the formation of radiation fog? During what seasons of the year is this type of fog most frequent? Why?
- (22) 8. Name the 10 fundamental cloud types with which aircrews must be familiar. Group them under their proper families and indicate the average height interval within which the base of each of the families occurs.
- (6) 9. (a) What is the difference between a warm front and a cold front?  
(9) (b) Name 3 hazards which may be encountered in flight through a cold frontal surface.
- (15) 10. You are flying from a region of high pressure to a region of low pressure. Before take-off you set your altimeter to read height above mean sea level. What error would you expect in the indicated altimeter reading as you approached the low pressure area? Is this likely to be serious? Why?
- (10) 11. (a) What is meant by the following terms:  
(i) Saturated air;  
(ii) dew point?
- (2) (b) What is the relative humidity of saturated air?
- (16) 12. An aircraft is returning to base after a 3-hour flight. Visibility conditions in the neighbourhood of the base are poor. The pilot was told prior to departure that the barometer would fall at the rate of 2 millibars per hour during the period of his flight. The altimeter has not been reset since the beginning of the flight. Assuming that the barometric pressure decreases at a rate of 1 millibar for every 30 feet of ascent, compute the true height of the aircraft above the aerodrome when the indicated altimeter reading is 1,000 feet.
- (8) 13. Name two ways in which the cooling which is necessary for cloud formation may take place.
- (12) 14. Give the meanings of the following prefixes used in naming cloud types: Cirro, alto, strato, cumulo.
- (16) 15. (a) (i) State clearly the difference in appearance and location on the aircraft of clear ice and rime.  
(ii) Mention one situation in which clear ice might be expected.  
(iii) In what general class of clouds would you expect to encounter rime?  
(b) (i) Discuss the vertical currents found in thunderstorms and the effects of these currents on flying.  
(ii) At what heights are these vertical currents generally most severe?

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- (10) 16. Describe briefly the method used for measuring upper winds at different levels at meteorological stations.
- (10) 17. (a) What is the difference between a mercury barometer and an aneroid barometer? What are the relative advantages and disadvantages of each?
- (15) (b) What causes the formation of sea-fog? Name one part of the world where sea-fog is prevalent and indicate the seasons of the year when it occurs most frequently in that region.
- (12) 18. In flying under a low cloud layer precipitation is encountered. What conclusions as to cloud type can be formed if the precipitation is in the form of:  
(a) Drizzle  
(b) Large drops of rain in showers,  
(c) Hail,  
(d) Steady rain or snow?
- (10) 19. (a) What are the two conditions necessary for production of thunderstorms? What causes the hail associated with the storm? What causes the scud roll?
- (9) (b) How do fronts originate? Distinguish between a warm front and a cold front.
- (6) 20. (a) What is the best method of distinguishing between the troposphere and the stratosphere?
- (8) (b) How does air density vary (i) with height, (ii) with temperature? Which of these effects is greater?
- (6) 21. (a) What is the cause of gustiness in the wind?
- (10) (b) What is meant by: (i) saturated air, (ii) dew point?
- (4) 22. (a) What is a weather map?
- (6) (b) Name 6 elements which are commonly plotted on the weather map.
23. You are told before a flight that a cold front lies across your route.
- (10) (a) What does this mean to you in terms of flying weather?
- (10) (b) If it were a warm front instead of a cold front, would the situation be better or worse in terms of (1) intensity of weather associated with the front; (2) duration of flight in bad weather.
- (12) 24. (a) What is the difference between a weather report and a weather forecast?
- (5) (b) What is an air mass?
- (6) (c) How are the following indicated on the weather map.  
(i) cold front, (ii) warm front, (iii) Occlusion?
- (6) 25. Compare the thickness of cumulonimbus clouds with that of stratocumulus.
- (15) 26. (a) What is meant by "visibility" as used in weather reports and forecasts?
- (b) Would you expect the visibility from aloft always to be the same as that indicated by ground reports? Give reasons.

# The New Order



GEORGE E. TRASOV,  
Rumsey, Alberta

Are we men or are we mice?

In our hands lies the supreme power to mold and fashion the hearts and minds of future men and women. *And that is something.*

We hear so much about the New Order, especially from those who are responsible for the miseries of the lopsided procedure we had yesterday and have today. Why do we not hear of the New Order from our fellow teachers? Are they not better acquainted with the Democratic Ideals than any other group of people?

In expatiating on the New Order it seems evident that many contributors have a very hazy idea of the upheaval necessary to its fruition. New worlds, built up on the principle of Democracy (*do unto others as you wish them to do unto you*) cannot be brought about by the private forces of the privileged and the administrators of the old products. New worlds are not built in a fortnight, and so speaking, the New Order emerging is based upon the profit motif which dominates the minds of men.

Seven civilizations have collapsed because they were based upon the good old rule, the simple plan—They should take who have the power, and they should keep who can. The eighth civilization is under a great fire. Let it perish so that we can rise phoenix-like from the ashes and build our world which will be devoid of any potential smouldering of dogmatic embers of the past.

Teachers can and should be contributors to a new foundation of civilization because there is an element common to them all: JUSTICE.

The times demand persons who have a sense of responsibility, leadership and ardor, vigor and decisiveness

of mind and spirit, and surely these are not the flaming patriots who are working for the government for a dollar a year while actually receiving thousands of dollars from huge contracts, plus travelling expenses plus twenty-five dollars a day living allowances, nor the most energetic sponsors who represent the very agencies which are responsible for complacency, lack of vision and the downfall of civilization, but rather those whose principles are based upon tolerance, respect, and co-operation.

May we salute our Minister of Education, the Honourable William Aberhart, and also the General Secretary of the Teachers' Association who have been responsible for our school programme which promotes Democratic Ideals in the very cradle of our New Generation.

Hinder us not when we speak the truth, for true words spoken may do some good.

The Prime Minister, W. L. Mackenzie King in his last election campaign stated, "Until the control of the issue of currency and credit is restored to the government and recognized as its most conspicuous and sacred responsibility, all talk of the sovereignty of parliament and of democracy is idle and futile."

Teachers must have a leading place in preparing post-war plans, and the time to lay such plans is TODAY. Strike the iron while it's hot. Let us be ardent and consistent advocates of the New Order through co-operation of our fraternity. Let us build a world fit for human habitation. Thus we will save humanity and shape the masses into one vast brotherhood. Let us have the same law for the rich and the poor. Then, and only then, we will have a right to be called men—and that is everything.

# National Film Board Films

The National Film Board of Canada announces the publication of a second edition of its 1942 catalogue of 16mm films, sound and silent, and will be glad to forward copies of this booklet to schools on request.

These films are offered in the belief that, in a time when the urgency of war means the intensification of every department of the national effort, they can make an important contribution to the school curriculum. They may be obtained on short term loan from regional libraries established for this purpose in each province. If prints are desired for preview with a view to purchase, application should be made direct to the office of the National Film Board, John and Sussex Streets, Ottawa.

Perhaps the best known of the Board's activities is the series of films entitled *Canada Carries On*, appearing monthly in all neighborhood theatres. Six months later each of these is released in 16mm for non-theatrical distribution. There are now twenty-five such war films in circulation, which are available in both French and English versions. They deal with varied aspects of the war effort, not only in the Dominion, but on every front which finds the United Nations in arms against the Axis. Many topics of concern to Canadian communities are presented here, showing the steadily increasing production of our assembly lines, the work of women on the home front, our forces in training, and in action, on land, sea and in the air.

Later films in this series are to be released before Christmas. *THIS IS BLITZ* describes, in part, through the eyes of a Nazi cameraman, Hitler's ruthless technique of conquest, and how we are learning to combat it. *FORWARD COMMANDOS* contains authentic pictures of a commandos raid on Norway. *FOOD—WEAPON OF CONQUEST* stresses the fact that this continent, already the world arsenal for arms must also increasingly become an arsenal for food.

Important as are these films in the production schedule, equal emphasis is placed on the growing need for educational material. The scope of this program is varied, and gives a broad view of Canada as a nation.

**PEOPLES OF CANADA**, basic to any study of human geography of our country, gives an absorbing picture of the various racial and religious strains that make up Canadian life. The projection of Canada to her own citizens, and to the world at large, is continued in further pictures of this type. Through these films, photographed in natural color, the National Film Board becomes, in a very real sense, the Eyes of Canada. Here we are shown the vast and fertile PEACE RIVER country with its farms and timber land, traffic steaming down the GREAT LAKES from Port Arthur to Toronto, and ICELAND ON THE PRAIRIES. We are given glimpses of habitant life in Quebec, and work and play in Ottawa, northern capital of a continent at war.

Other films, such as *FARMERS OF THE PRAIRIES*, *TOILERS OF THE GRAND BANKS* and the rest in a series of silent films, are designed primarily for teaching younger children the geography of their country. Films dealing with Canada's natural resources and the industries developing out of them, including such films as *TIMBER FRONT*, *GOLD FROM GRAVELS*, and *THE SAGA OF THE SILVER HORDE*, are intended for more senior grades.

With a view to drawing communities together by graphic presentation of their common problems, a special series of films has recently been released, dealing with two important aspects of Civilian Defence, women's work and A.R.P. These, though not listed in the catalogue, are also obtainable through the regional libraries, for the use of schools and adult groups.

Regional repository for Alberta is under care of Mr. H. P. Brown, Supervisor, Division of Visual Instruction, Department of Extension, University of Alberta, Edmonton.

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### Blue Prints for Elementary Science and Physics

A blue print is an inexpensive and convenient way of recording the pattern of a magnetic field, or of making prints of plants, leaves, and insects. The blueprint paper may be purchased from a supply house or a dealer for artists' and draftsmen's supplies. Also fairly satisfactory paper can be prepared at home. If you buy the paper be sure to ask for daylight printing paper.

For High School classes the preparation of blueprint paper is a worthwhile project. The chemical reactions involved illustrate both the reduction of certain compounds by light, and the test for iron in compounds by using a ferrous salt (in this case the product of the reduction of ferric ammonium citrate) and a ferricyanide.

To prepare blueprint paper, make up two solutions:

- A. Water — 50 cc.  
Ferric ammonium citrate — 10 grams.
- B. Water — 50 cc.  
Potassium ferricyanide—8 grams.

In the presence of subdued light mix the two solutions in a shallow pan. With a brush or piece of absorbent cotton give the paper two coats of the solution. Brush on the second coat at right angles to the first coat. Hang the paper on edge to dry. Keep the paper out of the light until ready to use. This paper is developed by exposing to sunlight until the desired intensity of blue is reached, and then the paper is placed, the blue side down, in a pan of water for a few minutes, removed, and dried.

For leaves and plants the best results can be obtained by using a printing-frame, such as used by photographers to expose the prints. A picture frame will also serve the purpose very well. Put the frame, glass face down, on a table; place the leaves or plant on the glass in the position you wish it to appear on the print. Next place the blueprint paper in the frame against the specimen. Have at hand cardboard or sheets of newspaper to add for padding, so that there will be a very close contact when the back is fastened on. Last of all, fix on the back to hold all in place. A little experience will enable you to time the exposure to give the shade of blue desired. For home-made prints, only direct sunlight is satisfactory.

Architect's blueprint paper is developed by immersing after exposure in a solution of Potassium Bichromate (one rounded tablespoon crystals to two gallons of water) for not less than five minutes. Then wash in clear water and dry between newspapers under slight pressure.

"We all know the difficulties our students have with word problems. A great amount of this difficulty is literary. But as every real situation presenting a need for mathematics is presented in words, I see no way in which we can get along without word problems, modern themes to the contrary notwithstanding. The student must be able to understand quickly and fully the written and the spoken word; and, equally important, he must be able to put his own thoughts in written or spoken language comprehensible to others.

Language is the complement of reason."

Sophia H. Levy,  
Mathematics in  
our Schools and  
its Contribution  
to the War.  
Math Teacher,  
May, 1942, p.  
199.

## AIR CADET TRAINING

By Sydney White, Blairmore

"The Service Aircrew", officially known as C.A.P. 12, Part 1., is the text book used by airmen at Initial Training Schools, and it is being issued to Air Cadets as a text book. The committee which went through the book to estimate how much of it is covered by the Alberta high school curriculum, and to advise how much more of it could be covered in present courses by extending selected topics or by changing their emphasis, found the job to be very interesting.

There were two main reasons. First, the general conception of the book and its use, or the text book technique, was not hampered by the cost of cuts—the book was not to be sold to the students in the pecuniary sense. It is thoroughly illustrated, each point as it is made is accentuated by a picture or sketch or bordered quotation, serious or humorous. Of course the authors were not "improving the readers' minds", they were deliberately developing specific attitudes, habits and skills; they don't use tricks but have no hesitation in getting around to the student's point of view and going on from there. For example: in the algebra section there is a cut with bordered capitals, "Don't be Afraid of the Jargon"—their essay on symbolism.

The other point of interest to teachers is the wealth of supplementary and source material the book contains. The mathematics section goes up to the level of Algebra 1 or Gen. Math. 1, and much of the work can be used as exercises in those classes. It is significant that, while the work is Grade X level, the course includes all pertinent topics from the mathematics of lower grades, which high school teachers occasionally take for granted. The Navigation section contains graphs, logarithmic scales (the Appleyard Scale) and vector

triangles. With a little time spent on R.C.A.F. notation, vector triangles and the air plot can be made into an excellent topic for Geometry 1. Map projections can be used as an exercise in space visualization. The section on Hygiene and Sanitation is another large block of material for the school: Grade 9 Health and Health 1. Scattered throughout the book are topics valuable in the teaching of science courses: electricity and magnetism, air pressure and the aneroid instruments, atmospheric physics and weather.

Teachers who are interested can obtain a copy by writing to the Air Officer Commanding No. 4 Training Command, R.C.A.F., Calgary, "Attention of the Air Cadet Officer". Some plotting maps may be available also, but you might not get the Alberta map. However, an airplot across the English Channel in the manner of a bomber navigator would be an interesting exercise just now.

(See also *Departmental Bulletin*)



## GEOMETRY FOR TODAY

### Errors and Omissions

(The numbers refer to pages)

1. Quiz. Answers in this and subsequent quizzes are stated as false if they are not always true.
7. ex. 4 (ii) *k* should be in italics.
16. ex. 5. The stays are each 125 feet long.
17. ex. 6. After *long*, insert, "rests on the ground and".
20. ex. 15. Omit 10-knot and insert as the third sentence, "The vessel is travelling at 10 miles per hour."
23. Item 14. Read  $\frac{\sqrt{3}}{2}$  instead of  $\frac{\sqrt{2}}{3}$
33. Example 1 (Enunciation). Read XY=XY in place of XY=YZ.
38. ex. 35. Read *x* and *y* for *X* and *Y*.
51. ex. 19. The reference should be to Chapter I.
53. ex. 2. The reference is to ex. 1.
56. The first part of the proof may be shortened by the deletion of the first and third lines, using Th. 5. (ii).

59. After ex. 28, read, "The Mid-Point Theorems".
70. ex. 6, 7, 8 may be thought of as plane or space loci.
71. ex. 1. "eavetrough" should be "eavestrough".
84. ex. 4(b).  $y^1$  should be  $y^1$ .
89. W should replace 10 in fig. 8.6.
101. ex. 1.  $\frac{x}{y}$  should be  $\frac{y}{x}$ .
110. ex. 2-7. Amend second sentence to read, "Also solve ex. 6, §2, Chap. II, using the Pythagorean Theorem, and similar triangles".
111. ex. 8. Amend to read, "100 yd. back from the first point".
115. After quotation, insert PART I. Part II begins on p. 126.
130. Under construction 5, the sentence beginning "The QY" should read, "Then QY is parallel to UV".
141. Th. 27 (I). The reference in the hint for proof should be Th. 13 in place of (S.A.S.).
159. ex. 6. For "line of centres" read, "line joining the centres of the circles".
160. RX should be RS in the last sentence under Th. 39.
178. Under Construction 9 read, p. 172, ex. 17 in place of ex. 17, §3.
184. Fig. 12. AC and BD intersect in O.
184. ex. 1. D and E should be interchanged throughout the exercise.
197. Th. 49 should precede Th. 48. The theorems should accordingly be re-numbered.
223. D(v). Isosahedron should read, icosahedron.

#### Answers to Exercises

16. 5. Read (i) 113.3 ft. (ii) 105.6 ft.
19. 9. 9.800 mi. should be 8.60 mi.
20. 13. Read, 1:29.98.
21. 17. 21.83 in. should be 22.80 in.
- 22-23. After 7 insert 10.

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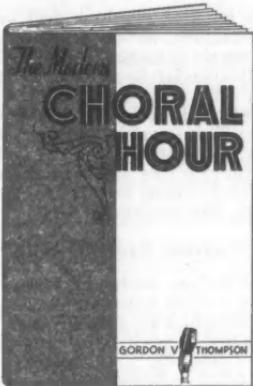
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# INDUSTRIAL ARTS

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## Membership Drive for the 'Industrial Arts Teachers of Alberta'

OUR provincial organization of shop teachers which originated at summer school two years ago seems to find increasing support from teachers engaged in all branches of technical education. The new slate of officers and representatives adopted on August 3rd, at the last annual meeting, indicates definitely that the organization is gaining ground: north and south, young and old, city and country are well represented.

Hon. President, Dr. W. G. Carpenter; President, Mr. Ross Ford, Edmonton; Vice-president, Mr. Neil J. Cameron, Calgary; Secretary-Treasurer, Mr. Lloyd Elliott, Calgary; Editor, Dr. John Liebe, Lethbridge; Representatives: Northern Alberta, Mr. A. Beauregard, St. Paul; Mr. M. E. Hilton, Edmonton; Edmonton District, Mr. T. Hughes, Edmonton; Mr. D. L. Tweedle, Jasper; Central Alberta, Mr. J. Collins, Swalwell; Calgary District, Mr. Fred Rhodes, Calgary; Mr. John Weir, Sundre; Southern Alberta, Mr. H. Whitney, Medicine Hat; Mr. Frank Turner, Bellevue.

### Discussion of the Name

At the annual meeting held in the Edmonton Technical School it was urged that both scope and name of the organization be such that every field of technical education be included. Naturally opinions were expressed with liveliness when the name of our association was discussed. If the present name were a formal one, classifying our group as shop teachers or technical teachers, it would certainly have passed without further notice. But the term 'Industrial Arts' represents an educational program; it was chosen to make ourselves conscious of the task in which we are en-

gaged, or rather in which we should be engaged. The name stands for an ideal which we are trying to realize. There can be no doubt, of course, that a few technical courses which are offered in Alberta, such as steam fitting or house wiring, are almost wholly devoted to the mastery of skills and standard methods. But apart from those few specialized courses, shop work in our intermediate and high schools, as well as in the technical teacher-training courses, is primarily concerned with the education of the individual. Whatever is going on in a school shop has to do with the relationship between the living human being and the forces of the industrial era that surround him at every turn. Mechanized industry aims at production, Industrial Arts at education. Opinions may differ as to whether we should express educational ideals in the name of our organization, but all who attended the annual meeting were agreed that a provincial organization is desirable. It was accordingly moved by Mr. McCullough and seconded by Mr. Hilton that everything possible be done to keep the organization alive. By the way, this resolution was later on backed up with a unanimous vote in

### "A PLACE FOR EVERYTHING AND EVERYTHING IN ITS PLACE" . . .

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favour of a \$1 membership fee for the school year 1942-1943.

#### Suggestions for a Local Membership Drive

With a broader support than we have ever had, there is a very bright prospect for the membership drive which is now on. A special committee was appointed in order to organize and facilitate the collection of dues. Shop teachers have been asking from time to time where the membership fees should be sent. If you prefer to send your fee directly, mail it to the secretary-treasurer, Mr. Lloyd Elliott, Box 38, Calgary. A good many teachers have an opportunity to pay their fee at the annual meeting which is usually held at summer school. But these two channels are not sufficient. Experience has shown that fees that are to be sent by mail, just at any time during the school year, are often delayed or

never arrive. The executive realize that the Fall Conventions are the only time in the year when shop teachers get together. It is at the local convention that they exchange their experience and talk of their problems. And if they make it a point to select a suitable program committee for the coming year with a chairman who can be expected to take the initiative ten months later, sectional convention meetings for Industrial Arts teachers can be made attractive, and the shop teachers will be there. It is absolutely essential for a province-wide organization of shop teachers that an Industrial Arts section be included in the program of every Fall Convention. If this matter has been overlooked last year, it is not too late to ask your convention executive to consult a shop teacher when arranging the program for an Industrial Arts section. And 'I.A.T.A. matters' should be found on the pro-

## EQUIPMENT FOR VISUAL INSTRUCTION MAY STILL BE HAD

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gram of every Industrial Arts section. After the affairs of our provincial organization have been dealt with, a short recess will provide an excellent opportunity for collecting the dues. The secretary-treasurer will be pleased to send receipt forms and authorize someone to take charge of this local collection. At the same time it will not be difficult to complete an up-to-date list of all shop teachers in the convention area and then make arrangements for canvassing those who were unable to attend the convention.

#### Stress the Work and Aims of the Organization

To make this sort of collection a success the work and the aims of the I.A.T.A. should be put before the assembly in all clearness and simplicity. Some progress has already been made: we have set up a provincial organization, a set of working drawings has been collected and published, our voice was heard before the University of Alberta Survey Committee and the program of Industrial Arts education has been spread by numerous personal contacts. What we want has been well summarized by our vice-president in the following statement that was read to the annual convention:

1. To gain degree recognition in the field of Industrial Arts.

---

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2. To offer guidance and suggestions regarding conventions and meetings.
3. To co-operate with the authorities in the drawing up of summer school courses to meet existing needs.
4. To promote the growth of Industrial Arts education in the province.
5. To build up a satisfactory medium for the exchange of shop helps and ideas.
6. To enable Industrial Arts teachers to act with some degree of conformity in matters that may arise from time to time, as for example salary schedules.

These common sense objectives should be brought to the attention of all shop teachers at the Fall Conventions while the membership drive is on. Will you do your bit?

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Sincerely*

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# Local News

## TO SECRETARIES AND PRESS CORRESPONDENTS NOT HEARD FROM:

Please let us have the names and addresses of your Local and Sub-local officers, noting which of these has custody of your official charter or certificate.

For publication in any issue of the Magazine, press reports should be received by this office not later than the 20th of the preceding month. Please limit length of items to 75-100 words.

### BON ACCORD-GIBBONS

The first meeting of the Bon Accord-Gibbons Sub-local was held at the home of Mr. Roberts on September 11th. Mr. Roberts called the meeting to order, the minutes were read and the following slate of officers was elected: President, Mr. Roberts; Vice-Pres., Mr. Sherbanuk; Sec.-Treas., Miss H. Annebo; Press Corr., Miss D. Law.

The remainder of the meeting was devoted to the discussion of plans for the activities of the coming year and it was decided to hold meetings on the first Thursday of each month. Mr. Walker offered his home for the October meeting after which lunch was served by Mrs. Roberts.

### BOW VALLEY

The first meeting of the Bow Valley Sub-local was held in the Strathmore High School, September 9th. In the absence of the Past President, Norman Bragg, Mr. Crowther was elected to the chair, and nominations for the new executive were in order. The following slate of officers was elected: President, Mr. Crowther; Vice-Pres., Mr. Addison, Carseland; Sec.-Treas., Mr. J. Crellin; Councillor, Mr. Slemcoe, Namaka; Press Representative, Miss May Smith. The financial report of last year was accepted and Mr. Crowther reviewed the salary schedule as it is at present. School Fair was postponed until after the harvest and the members present decided that there would be no festival here this year. Plans for the next meeting which will be held October 14th at Strathmore were made, and the business meeting adjourned. A very pleasant social hour concluded the evening.

### COAL BRANCH

A meeting of the Coal Branch Local was held in Mountain Park on September 12th,

Mr. Evans presiding. Main business included discussion of a Track Meet to be held in Luscar, Friday, September 25th. It was decided to obtain an aggregate trophy for boys and girls, and one for the school which obtained the largest number of points. A scheme for equalization of points between the towns was proposed. Six teachers from Cadomin, two from Luscar and four from Mountain Park attended the meeting. A lunch was served by the members of the Mountain Park staff. Next meeting will be held in Cadomin in October.

A friendly spirit of rivalry was noted during the inter-school Track Meet held by the Coal Branch Local at Luscar on September 25th. Pupils from Mountain Park, Luscar and Cadomin strained muscles to uphold the honor of their schools in a large number of events. On the field the girls' events were handled by Mrs. Richmond and Mrs. Baich of Luscar, Mrs. Wilt, Miss Filipkowski of Mountain Park and Miss Stevens, Miss Carbon, Mrs. Smith and Miss McKinnon of Cadomin, while the boys' events were supervised by Mr. Hughes of Luscar, Mr. Evans and Mr. Matheson of Mountain Park, Mr. Harper and Mr. Tookey of Cadomin. Girls' and boys' aggregate trophies, as well as the school trophy, went to Cadomin. It is hoped that future annual meets will prove as successful as the one held this year.

### COLEMAN

On September 9th the following Sub-local officers were elected for the coming year: Past President, Mr. H. Allen; President, Mr. R. Spillers; Vice-President, Miss A. Mercier; Sec.-Treas., Miss H. Dibblee; Press Correspondent, Miss R. Ash; District Representative, Mr. D. Hoyle.

### ELK POINT

The first meeting of the Elk Point Sub-local was held on September 26th. The following officers were elected: President, Mr. R. Beattie; Vice-President, Mrs. H. McQuillan; Sec.-Treas., Mrs. C. Petaske; Press Correspondent, Mr. K. Geis; Councillor, Mrs. L. Sumption.

### HUSSAR

An A.T.A. meeting of the Hussar Sub-local was held in Hussar on September 18th following a Teachers' Institute meeting in which items of interest to teachers were discussed with Mr. R. V. McCullough, Inspector of Schools for the Bow Valley and E. I. D. Divisions. The meetings were well attended and the following officers elected for the Sub-local: President, Mrs. Derrick;



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#### ISLAY

The Islay-Kitscoty re-organization meeting was held on Wednesday, September 23rd in the Kitscoty Intermediate room. The new executive for this forthcoming school year are as follows: President, Mr. Harold White; Secretary, Miss Grace Mercereau; Vice-President, Miss Janet McKenzie; Councillor, Mr. Harold White; Press Correspondent, Miss Nellie Redmond. A discussion of ways and means of attending the forthcoming convention to be held in Vegreville on October 8th and 9th took place, wherein everyone was agreed that the splendid turn-out of the Vegreville local to the Vermilion convention in the past deserves one hundred per cent return support. Along this same line co-operation in getting an all-out attendance at our Sub-local meetings received some attention. The next meeting of our group will be held in the Kitscoty Intermediate Room on November 4th, subject to change by the local executive, if felt advisable, whereupon further notice will be given of the date. Come on teachers! Let's see you there.

#### MYRNAM

The first meeting of Myrnam A.T.A. Sub-local was held September 19th in New Myrnam High School. Mr. Wm. Teresio presided. Local A.T.A. reports were presented and lively discussion on various topics ensued. Some of the items were buying of War Savings Certificates, Red Cross and our War Effort. We learned that the balance of the 1941-42 cost of living bonus will be paid by Two Hills School Division before October 15th and have good reason to believe that the Division will be paying the bonus for 1942-43. Not only that, but there is no doubt that the Divisional Board, realizing the importance of education, is favorably inclined toward upward revision of our salary schedule. It was decided to hold regular meetings of our Sub-local at Myrnam on the first Saturday of each month. Next meeting is to be held on November 7th because of the convention at Two Hills on October 5th and 6th. The executive elected for the following year is as follows: President, Wm. Teresio; Vice-Pres., Mrs. L. Meronyk; Sec.-Treas., Wm. Chorney; Press Correspondent, L. Lisievich; Social Committee: Mr. Adamcik, Miss Palamar, Miss O. Pozerniuk.

#### NAMAO

An organization meeting of the Namao Sub-local was held on October 3rd. A new executive was elected with Mr. Bevington as the new president. The next meeting will be held on Friday, November 27th at 8 o'clock sharp at the home of Miss Lyons, Edmonton. The Namao Sub-local extends a cordial invitation to all the teachers of St. Leon, Carbondale, Excelsior,

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Sunnyside, Notre Dame, Turnip Lake and Bellrose school districts to attend the meeting. Note the place: 11212 62nd st., Edmonton. Time: 8 o'clock. Date: November 27th.

#### PINCHER CREEK

At the first meeting of the teachers of the Pincher Creek Local on Saturday, September 26th, the Local was re-organized with officers as follows: President, Mr. K. Brown; Vice-President, Mr. R. Fitzpatrick; Secretary-Treasurer, Mrs. J. Gray; Press Correspondent, Catherine Bower; Salary Schedule Committee, Mamie Fournier, Jean Marr, Catherine Bower. It was decided to have another meeting before the Fall Convention on Saturday, October 31st, Mr. Hinman to discuss the convention programme.

#### PROVOST-HAYTER

A re-organization meeting of the Provost-Hayter Sub-local was held in the Provost School October 3rd at 9 p.m. The following officers were elected: President, Miss Cora Sannes; Vice-President, Mr. Roy Hougland; Secretary-Treasurer, Mrs. Marjorie Winter; Press Correspondent, Miss Fiona Milne; District Councillor, Miss Elizabeth Austin. The next meeting will be held in the Provost School November 7th at 2 p.m. Meetings will be held monthly on the first Saturday of each month. The members are looking forward to stimulating discussions of current educational topics.

#### RIMBEY

The first meeting of the Rimbev Sub-local was held in Rimbev High School on Saturday, September 26th, with fourteen members in attendance. Our new slate of officers is: President, Mr. Gimby; Vice-President, Miss Hall; Secretary-Treasurer, Mrs. Morris; Press Correspondent, Margaret Rimbev. The meetings are to be held the second Saturday of each month in the Rimbev school at 2:30 p.m. The next meeting will be October 31st because of Thanksgiving and Convention. A committee of four consisting of Miss M. Mellis, Mrs. Walter, Miss L. Donnelly and Miss M. Green was appointed to meet with Mr. Ross, our Inspector, concerning the Fall Convention to be held in Lacombe on October 22nd and 23rd. An agenda of business for the meetings of the year is to be

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drawn up and presented at the next meeting by Mr. Gimby. Miss M. Green and Mrs. D. H. Kennedy are on the lunch committee for next time. A tasty lunch, served cafeteria style, was supplied by Mrs. Morris and Mr. Zado, while Miss Hall was responsible for the much appreciated tea. Following this Mr. Morris gave a demonstration showing new teachers in the circuit how to run the projector. Our Sub-local is away to a good start. Let us stand behind it and give our full co-operation.

#### **SWALWELL**

The first meeting of the Swalwell Sub-local was held on September 17th in the Swalwell High School. The following officers were elected: President, Mr. Fisher; Vice-President, Mr. Plants; Secretary-Treasurer, Mr. Miller; Press Representative, Miss Mitchell; Councillor, Mr. Eyres; Social Committee, Mrs. Eyres, Miss Toews, Miss La Plante. Mr. Eyres gave an interesting report on the salary negotiations. It was decided to hold our Sub-local meetings on the third Thursday of every month. Following adjournment lunch was served.

#### **THREE HILLS-TROCHU**

The initial meeting for September of the Trochu-Three Hills Sub-local, A.T.A., was held last Tuesday at Three Hills, where the teachers of the town entertained the Trochu staff and several of the teachers of the surrounding towns and districts. Inspector R. H. Liggett of Drumheller, who is now Supervisor in Mr. Bremer's place, was a special guest. He spoke briefly following the election of officers for the coming year. The new executive of the Sub-local are as follows: R. G. Coglan, President; Miss C. Vandermark, Vice-Pres.; Miss M. Jannsen, Sec.-Treas.; Wm. W. Parker, Press Rep.; Miss M. Howrhan and E. M. Traub, Councillors. The next and each alternate meeting will be held at Trochu on the second Tuesday of the month.

#### **TWO HILLS**

The first meeting of the Two Hills Sub-local for the 1942-43 term was held at Two Hills on September 25th. The main discussion centered on the salary schedule as decided upon by the arbitration award for the Vegreville School Division. The following were elected to the executive: President, Nick Poohkay; Vice-President, D. Podealuk; Secretary-Treasurer, Mrs. D. Myskiw; Press Correspondent, Mr. P. R. Samoil; Social Committee, Miss S. Odynski, A. Hannochko and Mrs. M. Ponich. The date for the forthcoming meeting will be announced later.

#### **VERMILION**

The Vermilion Sub-local held its first meeting of the 1942-43 season in the Elks Hall on Saturday, September 18th. Election of officers resulted as follows: President, Gordon Hay; Vice-President, Miss Doris Lipsey; Secretary-Treasurer, Miss May Nugent; Press Correspondent, Miss Margaret Taylor; Councillor, Miss M. E. Knapp. It was decided to have a one-hour business meeting with no lunch served on the third Saturday of each month commencing at 8:30 p.m. The next meeting will be held during the convention at Vegreville.

#### **VIMY**

At a meeting of the Vimy Sub-local the following members were elected to office for 1942-43: President and Councillor, Mr.

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#### **WILLINGDON**

The Willingdon Sub-local met in an annual meeting on September 24th at 8 p.m. Due to bad roads the President was unable to attend. The Secretary-Treasurer, N. W. Sveklia, read the President's report and also submitted all other reports. The new executive is as follows: President, Mr. S. Tkachuk of Shandro; Vice-President, Mr. L. L. Kostash of Willingdon; Secretary-Treasurer, Mr. N. W. Sveklia of Willingdon; Social and Program Committee, Mrs. V. Elinski, Mrs. Z. Romanchuk and Miss A. Shandro. After a discussion on the Fall Convention, four resolutions were passed to be presented to the convention in Two Hills. After an appetizing lunch the meeting adjourned to meet again in October.

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